R E P O R T R E S U M E S

ED 018 830 CG 001 688

DIRECTION AND EMPHASIS. A SURVEY OF GUIDANCE AND COUNSELING PROGRAMS IN MICHIGAN COMMUNITY COLLEGES. FINAL REPORT.

MICHIGAN ST. BOARD OF EDUCATION, LANSING

PUB DATE OCT 67

EDRS PRICE MF-$0.50 HC-$2.40 58P.

DESCRIPTORS- QUESTIONNAIRES, *STUDENT PERSONNEL SERVICES, *COUNSELOR ROLE, *COMMUNITY COLLEGES, COUNSELOR FUNCTIONS,

THE OBJECTIVES OF THIS SURVEY WERE--(1) TO ASCERTAIN THE CURRENT EMPHASIS IN GUIDANCE AND COUNSELING PROGRAMS, AND (2) TO DETERMINE THE DIRECTION COMMUNITY COLLEGE PERSONNEL BELIEVE GUIDANCE AND COUNSELING SHOULD TAKE BY 1970. TABULATIONS WERE MADE OF 92 QUESTIONNAIRES RETURNED FROM 21 COMMUNITY COLLEGES TO INDICATE HOW RESPONDENTS PERCEIVED THE ROLE OF THE COUNSELOR IN THEIR COLLEGES IN 1966 AND BY 1970. TABULATIONS WERE MADE ACCORDING TO FUNCTION AND PERCEPTION OF ROLE. AMONG THE 21 BASIC STUDENT PERSONNEL FUNCTIONS, MORE THAN 95 PERCENT OF THE RESPONDENTS SAW THE COUNSELOR AS DIRECTLY RESPONSIBLE FOR STUDENT COUNSELING. OVER 90 PERCENT OF THE RESPONDENTS SAW THE COUNSELOR AS DIRECTLY RESPONSIBLE FOR--(1) APPLICANT CONSULTING, (2) EDUCATIONAL TESTING, (3) GROUP ORIENTING, (4) CAREER INFORMATION, AND (5) STUDENT ADVISEMENT. THE MOST FREQUENT AND CONSISTENT PERCEPTION OF THE COUNSELOR'S TASKS FOCUSED ON INDIVIDUAL STUDENT INTERVIEWING. INTERPRETING TEST RESULTS IN COUNSELING INTERVIEWS WAS SEEN AS A COUNSELOR'S TASK BY MORE THAN 90 PERCENT OF THE RESPONDENTS. INCREASED INVOLVEMENT WAS SEEN IN INSTITUTIONAL RESEARCH AND GROUP WORK WITH STUDENTS. INTERVIEW REPORTS SUPPORT THE MAJOR FINDINGS IN THE QUESTIONNAIRES. THE QUESTIONNAIRE AND TABLES PRESENTING THE INFORMATION GATHERED ARE APPENDED. (IM)

State Board of Education

	Term Expires
DR. EDWIN L. NOVAK, *President*	
Flint	Jan. 1, 1975
MISS MARILYN JEAN KELLY, *Vice President*	
Detroit	Jan. 1, 1969
DR. PETER OPPEWALL, *Secretary*	
Grand Rapids	Jan. 1, 1971
CARMEN DELLIQUADRI, *Treasurer*	
Houghton	Jan. 1, 1969
DR. LEROY G. AUGENSTEIN	
Holt	Jan. 1, 1975
THOMAS J. BRENNAN	
Dearborn	Jan. 1, 1971
DR. CHARLES B. MORTON	
Detroit	Jan. 1, 1973
JAMES F. O'NEIL	
Livonia	Jan. 1, 1975

DR. IRA POLLEY, *State Superintendent of Public Instruction, Chairman*
Member, Ex-Officio

GEORGE ROMNEY, *Governor*
Member, Ex-Officio

ED018830

Final Report

DIRECTION AND EMPHASIS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A Survey of Guidance and Counseling Programs in Michigan Community Colleges

STATE BOARD OF EDUCATION
DEPARTMENT OF EDUCATION

TITLE V-A
NATIONAL DEFENSE EDUCATION ACT

LANSING, MICHIGAN
OCTOBER, 1967

CG 001 688

State Board for Public Community and Junior Colleges

	Term Expires
Mr. Herbert McCreedy, *Chairman*	
Pigeon	Jan. 31, 1971
Mr. Richard Tavis, *Vice-Chairman*	
Flint	Jan. 31, 1973
Dr. John A. McLean, Jr., *Secretary*	
Detroit	Jan. 31, 1973
Mrs. Donald Bacon	
Ann Arbor	Jan. 31, 1969
Mr. Charles A. Boyer	
Manistee	Jan. 31, 1975
Dr. Tony Brouwer	
Grand Rapids	Jan. 31, 1971
Mr. James Dotsch	
Garden	Jan. 31, 1969
Dr. Alfred Meyers	
Detroit	Jan. 31, 1975

Dr. Ira Polley, *State Superintendent of Public Instruction*
Member, Ex-Officio

Published by
DEPARTMENT OF EDUCATION
Lansing, Michigan

Table of Contents

	Page
Purpose and Plan	1
Methodology	3
Major Findings	4
Summary	7
Tables	10-32
Acknowledgments	33
Study Questionnaire, Part I	34-40
Study Questionnaire, Part II	41-54

DIRECTION AND EMPHASIS: A SURVEY OF GUIDANCE AND COUNSELING PROGRAMS IN MICHIGAN COMMUNITY COLLEGES

Purpose and Plan

In February, 1966, the Department of Education of the State of Michigan made initial plans for a survey of guidance and counseling programs in the Michigan community colleges. Preliminary steps were taken under the direction of Dr. Leon S. Waskin, Coordinator, Titles III and V-A, National Defense Education Act. Marie R. Prahl was asked to direct the project and Robert E. Stout was named by Dr. Waskin to act as liaison for the Department of Education. Dr. Max R. Raines, Professor of Higher Education, Michigan State University, consented to be a consultant.

On Thursday, May 26, 1966, at an invitational meeting held at Inn America in East Lansing the proposal for the study was presented to representatives from the Michigan community colleges. Invitations had been extended to chief administrators, deans of instruction, and directors of student personnel services in each of the community colleges. Eighteen community colleges sent representatives and over thirty people were in attendance.

The proposed study was presented as evidence of the growing interest taken by the Michigan Department of Education

in the community colleges of Michigan and a willingness to help these colleges assess and improve their guidance and counseling services.

One objective was to ascertain where the current emphasis was being placed in guidance and counseling programs, and another objective was to determine what direction community college personnel indicated that guidance and counseling should take by 1970.

Two means of getting data were proposed: (1) a questionnaire to be sent to all the community colleges participating and to be answered by the dean of the college, dean of instruction, dean of student personnel, a faculty member,[1] and a counselor; (2) an interview to be conducted by a team of counselor-interviewers with those persons who had answered the questionnaire.

In November the questionnaire was sent to 21 community colleges whose presidents had agreed to be a part of the study. Not all the participating colleges, however, had personnel in the five positions which were designated for the study. Out of 95 possible returns, 92 were received: A 96.7% return. In November and December interviewers visited the 21 community colleges to further clarify the nature of the counselor's work. Interviewers made written reports and also met

---

[1]The addition of faculty member to the sample was suggested at the May 26 meeting.

again in January to review and discuss the results of their interviewing. Responses on the questionnaires were analyzed and, together with the interviewer's reportings, form the basis of this report.

The original planning provided for a presentation of the preliminary report to leaders and personnel from the Michigan community colleges in a meeting at Inn America, East Lansing, in May, 1967. Such a meeting was held on May 12 before the final report was sent to the Department of Education.

Method

Tabulations were made of the 92 questionnaires returned from the 21 community colleges to indicate how respondents perceived the role of the counselor in their community colleges in 1966 and by 1970. Tabulations were made according to (1) function or task, and (2) perception of role.

Part I of the questionnaire presented 21 Basic Student Personnel Functions.[1] Tables prepared from the tabulations show how respondents saw the counselor's role in 1966 in their own college and how respondents foresaw the counselor's role in their own college by 1970. Part I gave respondents opportunity to focus on the counselor's role within the range of student personnel functions and if they saw the counselor (1) as directly

---

[1]Taken from the Raines Report. Junior College Student Personnel Programs: Appraisal and Development. A report to the Carnegie Corporation, November, 1965.

responsible, (2) as assisting, (3) as neither in these 21 Basic Student Personnel Functions. (Table 1)

Part II of the questionnaire presented 120 tasks or activities counselors might perform. Tables prepared from a tabulation of responses show what tasks respondents saw counselors (1) performing in 1966 and continuing in 1970, or (2) not performing in 1966 but engaged in by 1970, or (3) performing in 1966 but not by 1970, or (4) not performing in 1966 and not engaged in by 1970. (Table 1 through Table 14)

The interviewers' reports were designed to check or substantiate the findings on the questionniare and to allow for additional information not possible to collect on the questionnaire. (Table 15 through Table 16)

Major Findings

1. Questionnaire: Part I - Student Personnel Functions
   a. Among the Twenty-one Basic Student Personnel Functions used in the Carnegie Study more than 95 per cent of the respondents in this survey saw the counselor as being directly responsible in 1966 and in 1970 for the function labelled "Student Counseling."
   b. Among the other Basic Student Personnel functions five were seen by 90 per cent or more of the respondents as part of the counselor's role in 1966 and in 1970--for which the counselor either had direct responsibility or performed in an assisting role:

Applicant Consulting

Educational Testing

Group Orienting

Career Information

Student Advisement

2. Questionnaire: Part II - Counselor Activities and Tasks

   a. The most frequent and consistent perception of the counselor's tasks focused on individual student interviewing with those students (1) having academic achievement problems, (2) making decisions about a vocation, (3) making decisions about a major and/or college, (4) having personal problems.

   b. Interpreting test results in a counseling interview was seen as a counselor's task by more than 93 per cent of the respondents.

   c. Increased involvement for counselors by 1970 was perceived most often in the general areas of (1) Institutional Research and (2) Group Work with Students.

3. Interviewers Reports: Part I

   a. The interviewers' reports supported the major findings in the questionnaires. The counselor in the Michigan Community Colleges was seen primarily as fulfilling the function of "Student Counseling" and concentrating his time and energy on "Individual Student Interviewing."

   b. Among the other Basic Student Personnel Functions four were seen as Guidance and Counseling Functions that have

been developed most often to meet the needs of their Community College Students:

Student Advisement

Applicant Consulting

Career Information

Group Orienting

4. Interviewers Reports: Part II

a. Among the statements most often heard by interviewers in the unstructured part of the interview:

(1) "Our community college is especially trying to do a good job in counseling with new students coming into college."

(2) "Our administration supports our guidance and counseling program."

(3) "Our counselor's main task is counseling with students who are not realistic about their chances of academic success."

(4) "We don't have enough staff to do all we want to do (or see we should do) in guidance and counseling."

(5) "We are limited by facilities; mainly, good soundproof office space."

b. Among the suggestions for professional growth, the interviewers' reportings (and added comments on the questionnaire) indicated a consistent and articulate interest in an exchange of ideas among the community colleges. Some dissatisfaction was expressed with existing professional organizations because they do not focus attention

specifically on the guidance and counseling programs of the two-year colleges, and it is this focus that people working in this area need and want. If existing organizations do not answer this need in the future, counselors in the community college will undoubtedly have to take the initiative on their own holding regional or state-wide meetings and workshops.[1]

Summary

A counselor in a Michigan community college may fill many roles in his college student personnel program. In varying degrees that bear some relation to the size and developmental stage of the total student personnel program, a community college counselor might expect to have either a direct responsibility or an assisting role in the processes of admissions, orientation, testing, advisement, financial assistance, registration, activities, placement and counseling. Wherever and whenever student personnel programs have enlarged or specialized their staff, however, the counselor's role tends to focus on a narrower range of direct responsibilities and his assisting roles are fewer. As staff in a college are designated Registrar, Dean of Students, Director of Admissions, Director of Placement, Director of Financial Assistance, Director of

---

[1]At the May 12, 1967, meeting there was strong endorsement of a series of drive-in conferences to be held during 1967-68 at various community colleges on topics of current and practical interest.

Activities, the role of the "Counselor" is seen more clearly in terms of counseling activities that require professional techniques and tools to assist students in decisions about their educational, vocational, and personal plans.

Somewhere between the secondary school guidance office and the university counseling center the community college counselor is structuring his role to meet the particular needs of community college students, or even more particularly, the needs of the students in his community college.

In this Survey of Guidance and Counseling in the Michigan Community Colleges the community college counselor's major role is repeatedly perceived as his work with students (1) who are adjusting to college level work, (2) who are making vocational and educational plans, (3) who are coping with new knowledge of self and environment.

The counselor's day-to-day activities are seen most frequently as (1) counseling with students who are having academic achievement problems, (2) interpreting test results in a counseling interview, (3) counseling with students who are undecided about a vocation, (4) counseling with students who are undecided about a major and/or senior college, (5) helping students with plans to meet transfer requirements, (6) counseling with students who see their problem as "personal."

It is noteworthy that the community college counselor is seen in this Survey as being directly responsible for the counseling, the orienting, and the advising of the incoming

student. This study, therefore, reflects the image of the community college counselor as being the key student personnel staff member to personalize the induction of students (1) into the college setting, (2) into a curriculum, (3) into courses. This responsibility then becomes prologue to what is seen as the counselor's major role: counseling with students throughout their community college experience.

The need for counselors to provide a skillful orientation, early advisement, and continued counseling is also evident when one considers the characteristics of the Michigan community college student population often described to interviewers in this Survey as: diverse, exploring, uncommitted, undecided, over-aspiring, inadequately prepared, undiscovered, and under-motivated. It may well be that the diversity of people coming through the always open door of the community colleges results in casting the unique role of the community college counselor by necessitating an emphasis upon initial and early counseling with all people entering the community college.

The functions in which the counselor is seen in this Survey in an "assisting" rather than a "directly responsible" role indicate a buffering of the counselor's role that removes him from the administrative image. The counselor is seen in a "helping" role but not directly responsible for academic regulation, administrative organization, program evaluation, student registration, and the dissemination of pre-college information. He is also perceived as removed from handling cases of social misconduct.

Table 1 - The Counselor's Role in the Basic Student Personnel Functions

This table shows in percentages how the 92 respondents viewed the counselor's role in relation to each of 21 Basic Student Personnel Functions. It shows that "Student Counseling" stands out clearly as the major "direct responsibility" of the counselor within the total Student Personnel Program. It also shows the respondents' perception of the counselor's role in 1966 and conception of the role as it will be in 1970, as related to the respondent's own community college. Columns three and four show predicted changes in responsibilities as viewed by community college personnel, whereas the other columns show a consistent indication of the amount of responsibility carried by counselors, both in 1966 and 1970.

The table shows 90 per cent or more of the respondents see the counselor as having direct responsibility or an assisting role in another five functions that deal fundamentally, though not exclusively, with incoming or first semester students: Applicant Consulting, Educational Testing, Group Orienting, Career Information, Student Advisement.

Counselor's Role in the

Basic Student Personnel Functions

Direct Responsibility in both 1966 & 1970	Assisting Role in both 1966 & 1970	Change in Responsibility From 1966 to 1970 Increasing	Change in Responsibility From 1966 to 1970 Decreasing	Not a Responsibility in either 1966 or 1970	Assigned Functions and Illustrations of Related Tasks
94.5%	2.2%	1.1%	2.2%	0.0%	Student Counseling making use of diagnostic tests conducting counseling interviews interpreting occupational information
70.6	19.6	7.6	1.1	1.1	Applicant Consulting interpreting test results to applicants interpreting curricular requirements assisting students in selecting courses
63.0	27.2	5.4	2.2	2.2	Educational Testing selecting appropriate testing instruments administering tests to incoming student developing normative and predictive data
63.0	28.3	3.3	5.4	0.0	Group Orienting conducting orientation classes interpreting occupational information teaching effective study skills
55.4	37.0	6.5	1.1	0.0	Career Information identifying sources of occupational information studying manpower needs within the community and region developing effective methods for disseminating career information

Table 1
N = 92

Direct Responsibility in both 1966 & 1970	Assisting Role in both 1966 & 1970	Change in Responsibility From 1966 to 1970 Increasing	Change in Responsibility From 1966 to 1970 Decreasing	Not a Responsibility in either 1966 or 1970	Assigned Functions and Illustrations of Related Tasks
52.1%	40.2%	3.3%	3.3%	1.1%	Student Advisement scheduling advisees in classes interpreting senior college requirements interpreting study skills to individual advisees
34.8	53.3	6.5	4.3	1.1	Pre-College Information conferring with high school groups preparing and distributing descriptive material handling inquiries about college attendance
31.5	54.3	10.8	0.0	3.3	Program Evaluation interpreting studies of student characteristics and needs arranging for follow-up studies of former students developing experimental projects
29.3	52.2	2.2	9.8	6.5	Student Inductive training student guides interpreting student services and regulations introducing students to college activities
26.1	40.2	4.3	11.9	17.4	Program Articulation arranging for staff to serve on faculty committees arranging joint meetings of staff with high school counselors arranging visits of staff to senior colleges

Table 1
N = 92

Direct Responsibility in both 1966 & 1970	Assisting Role in both 1966 & 1970	Change in Responsibility From 1966 to 1970		Not a Responsibility in either 1966 or 1970	Assigned Functions and Illustrations of Related Tasks
		Increasing	Decreasing		
23.9%	35.9%	8.7%	17.4%	14.1%	In-Service Education providing for counselor supervision arranging for faculty advisor training arranging for staff participation in professional meetings
23.9	34.8	3.3	16.3	21.7	Student Self-Government advising student government conducting leadership programs supervising student elections
21.7	48.9	6.5	11.9	10.8	Personnel Records developing an integrated records system maintaining policies regarding record accessibility conducting research on student characteristics
19.6	31.5	7.6	18.5	22.8	Graduate Placement maintaining liaison with employment agencies consulting with prospective employers arranging placement interviews conducting follow-up studies
17.4	27.2	0.0	23.9	31.5	Social Regulatory implementing social policies maintaining social calendar handling cases of social misconduct

Table 1
N = 92

Direct Responsibility in both 1966 & 1970	Assisting Role in both 1966 & 1970	Change in Responsibility From 1966 to 1970 Increasing	Change in Responsibility From 1966 to 1970 Decreasing	Not a Responsibility in either 1966 or 1970	Assigned Functions and Illustrations of Related Tasks
16.3%	52.2%	2.2%	15.2%	14.1%	Applicant Appraisal evaluating transcripts of previous course work serving on admissions committee synthesizing available personnel data
13.0	40.2	4.3	16.3	26.1	Co-Curricular Activity analyzing needs for activities and facilities developing informal programs in student center supervising activities budget
13.0	42.3	4.3	19.6	20.7	Financial Aids administering student loans handling part-time employment seeking funds for grants-in-aid analyzing financial needs of students
11.9	54.3	3.3	6.5	23.9	Administrative Organization identifying and interpreting staffing needs preparing program budgetary requests preparing job descriptions and organizational patterns
11.9	60.9	2.2	8.7	16.3	Academic Regulation implementing academic policies evaluating graduation eligibility interpreting requirements to students
10.8	53.3	1.1	19.6	15.2	Student Registration designing forms and procedures processing class changes, withdrawals, projecting future enrollments etc.

Table 1
N = 92

Table 2 - Sixteen Most Frequently Perceived Activities Performed by Michigan Community College Counselors

This table shows in percentages which activities among the 120 listed in twelve general areas were perceived by more than 80 per cent of the respondents as being counselor activities in 1966 and also in 1970.

The rank order is based on the first column of percentages (Counselor Activity 1966-1970).

Note: The Roman numerals in parentheses after each activity refer to the questionnaire: the general area of counselor activity and the original order of the specific activity within the general area.

Sixteen Most Frequently Perceived
Activities Performed by
Michigan Community College Counselors

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	96.7%	3.3%	0.0%	0.0%	Counsel with students having academic achievement problems. (II-1)
2	93.5	4.3	0.0	2.2	Interpret test results in a counseling interview. (IV-4)
2	93.5	3.3	2.2	1.1	Counsel with students who are undecided about a vocation. (II-2)
4	92.4	5.4	2.2	0.0	Counsel with students who are undecided about a major and/or college. (II-8)
5	92.3	2.2	3.3	2.2	Help students with plans to meet (transfer) requirements. (VIII-1)
6	89.1	8.7	0.0	2.2	Attend state-level professional conferences. (XI-5)
6	89.1	4.3	3.3	3.3	Counsel with students who see their problems as "personal." (II-3)
8	88.0	5.4	1.1	5.5	Attend staff meetings on staff procedure and policy. (XI-1)
9	85.9	11.9	2.2	0.0	Attend follow-up conferences on senior campuses and talking with former students. (VIII-3)

Table 2
N = 92

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
10	84.8%	13.0%	0.0%	2.2%	Counsel with students withdrawing from college. (II-9)
11	84.7	10.8	2.2	2.2	Arrange referral of students having severe emotional problems. (II-7)
12	83.7	8.7	4.3	3.3	Administer and/or interpret interest tests to students. (IV-2)
13	82.6	10.8	1.1	5.4	Maintain a personal and confidential file of case notes on counselees. (IX-2)
14	80.4	13.0	1.1	5.4	Attend workshops related to guidance and counseling as staff representative. (XI-4)
14	80.4	8.7	9.8	1.1	Serve on faculty committees. (III-6)
14	80.4	8.7	1.1	9.8	Administer and/or interpret educational diagnostic tests. (IV-5)

Table 2
N = 92

Tables 3 through 14 Concern Twelve Areas Of Counselor Activities

Table 3 - Student Recruitment (I)

4 - Individual Student Interviewing (II)

5 - Consultant to Faculty and Administration (III)

6 - Testing (IV)

7 - Group Work with Students (V)

8 - Financial Aid (VI)

9 - Student Placement (VII)

10 - Articulation with Colleges and Universities (VIII)

11 - Maintaining Student Records (IX)

12 - Institutional Research (X)

13 - In-Service Training (XI)

14 - Community Relations (XII)

Each table shows the percentage of respondents who saw ten specific tasks within each area as (1) a counselor activity in 1966-1970 or (2) not a counselor activity in 1966 but by 1970, or (3) a counselor activity in 1966 but not by 1970, or (4) as not part of the counselor's job in 1966 or in 1970.

Note: The preceding Table 2 is in essence a presentation of the highest percentages from Tables 3 through 14.

I. Student Recruitment

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	75.0%	2.2%	16.3%	6.5%	Participate in "College Night" or"Career Day" or a campus visitation for students interested in college. (4)
2	73.9	8.7	11.9	5.4	Talk with high school counselors regarding prospective students. (3)
3	67.4	6.5	17.4	8.7	Talk to student groups in high schools about their coming to college. (2)
4	60.9	9.8	15.2	14.1	Conduct individual interviews with high school students about their coming to college. (1)
5	57.6	12.0	15.2	15.2	Talk with parents of prospective students. (9)
6	55.4	9.8	7.6	27.2	Talk to community groups and clubs about the college. (10)
7	30.4	3.3	22.8	43.5	Handle inquiries about attending college (6)
8	21.7	16.3	14.1	47.8	Talk with employers about employees coming to college. (8)
9	17.4	4.3	22.8	55.4	Prepare and distribute descriptive material publicizing the college. (5)
10	5.4	4.3	13.0	77.2	Prepare news releases about attending college. (7)

Table 3
N = 92

II. Individual Student Interviewing

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	96.7%	3.3%	0.0%	0.0%	Counsel with students having academic achievement problems. (1)
2	93.5	4.3	0.0	2.2	Interpret test results in a counseling interview. (4)
2	93.5	3.3	2.2	1.1	Counsel with students who are undecided about a vocation. (2)
4	92.4	5.4	2.2	0.0	Counsel with students who are undecided about a major and/or college. (8)
5	89.1	4.3	3.3	3.3	Counsel with students who see their problems as "personal." (3)
6	84.8	13.0	0.0	2.2	Counsel with students withdrawing from college. (9)
7	84.7	10.9	2.2	2.2	Arrange referral of students having severe emotional problems. (7)
8	73.9	5.4	14.1	6.5	Help students plan a class schedule or their college program. (10)
9	70.6	1.1	19.6	8.7	Counsel with students having financial problems. (5)
10	5.4	7.6	2.2	84.8	Conduct psychotherapy with students having severe emotional problems. (6)

Table 4
N = 92

III. Consultant to Faculty and Administration

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	80.4%	8.7%	9.8%	1.1%	Serve on faculty committees. (6)
2	79.3	11.9	1.1	7.6	Interpret information concerning students to faculty members. (4)
2	79.3	8.7	5.4	6.5	Discuss student problems with faculty members. (2)
4	76.1	10.8	3.3	9.8	Discuss student problems with administrators. (1)
5	71.7	14.1	3.3	10.8	Advise faculty members about working with a student having a physical or mental problem. (5)
6	39.1	28.3	2.2	30.4	Serve as counselor consultant to a department or division of the college. (9)
7	38.0	39.1	1.1	21.7	Make periodical reports to faculty on typical student problems. (8)
8	33.7	3.3	9.8	53.2	Report reasons for student absences to faculty. (3)
9	27.2	8.7	3.3	60.8	Confer with faculty members who have problems. (7)
10	18.5	5.4	1.1	75.0	Confer with administrators who have problems. (10)

Table 5
N = 92

IV. Testing

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	83.7%	8.7%	4.3%	3.3%	Administer and/or interpret interest tests to students. (2)
2	80.4	8.7	1.1	9.8	Administer and/or interpret educational diagnostic tests. (5)
3	75.0	11.9	2.2	10.8	Administer and/or interpret group aptitude tests to students. (3)
4	70.6	17.4	3.3	8.7	Administer and/or interpret individual aptitude tests to students. (4)
4	70.6	7.6	8.7	13.0	Maintain a testing file and order needed tests. (1)
6	55.4	16.3	2.2	26.1	Administer and/or interpret personality inventories. (6)
7	40.2	40.2	2.2	17.4	Conduct in-service training for faculty advisors on the uses of test results.(10)
8	33.7	14.1	1.1	51.1	Administer and/or interpret projective personality tests. (7)
9	14.1	0.0	17.4	68.5	Score paper and pencil group tests. (8)
10	9.8	3.3	10.8	76.1	Score projective personality tests. (9)

Table 6
N = 92

V. Group Work with Students

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	72.8%	5.4%	9.8%	11.9%	Conduct large group orientation for new students. (6)
2	53.2	18.5	2.2	26.1	Conduct small group orientation for new students. (5)
3	42.3	46.7	0.0	10.8	Counsel with small groups of students who are vocationally undecided. (1)
4	40.2	39.1	3.3	17.4	Counsel with small groups of students having study problems. (2)
5	27.2	47.8	1.1	23.9	Counsel with small groups of students having personal-social problems. (3)
6	22.8	51.0	0.0	26.1	Conduct group counseling for students who ask for this experience. (9)
6	22.8	50.0	0.0	26.1	Conduct group guidance for small groups on academic probation. (8)
8	17.4	56.5	0.0	26.1	Conduct group counseling for under-achievers. (10)
9	13.0	28.3	4.3	54.3	Conduct group guidance for large groups of students on academic probation. (7)
10	4.3	9.8	0.0	85.9	Counsel with small groups of students having severe emotional problems. (4)

Table 7

N = 92

VI. Financial Aid

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	64.1%	10.8%	9.8%	15.2%	Serve on college committee for scholarships grants, or loans. (1)
2	54.3	6.5	16.3	22.8	Help select recipients of financial aids. (2)
3	47.8	4.3	22.8	25.0	Interview students who need financial aid. (3)
4	43.5	14.1	15.2	27.2	Talk to high school counselors and parents about financial aid program. (6)
5	39.1	14.1	14.1	32.6	Interview students who have received financial aid concerning their academic progress. (4)
6	35.9	5.4	20.7	38.0	Get students for work-study program. (7)
7	27.2	5.4	18.5	48.9	Maintain records of students on financial aid. (5)
8	21.7	5.4	13.0	59.8	Confer with donors of scholarships and grants to students. (10)
9	18.5	4.3	20.7	56.5	Make report on financial aid monies and recipients. (9)
10	11.9	3.3	14.1	70.6	Supervise students on work-study program. (8)

Table 8
N = 92

VII. Student Placement

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	54.3%	5.4%	15.2%	25.0%	Write student recommendations to employers. (6)
2	38.0	17.4	15.2	29.3	Talk to students about applying for a job. (5)
2	38.0	10.8	21.7	29.3	Provide current information to students concerning work available to the community. (3)
2	38.0	7.6	19.6	34.8	Maintain bulletin boards with job information. (2)
5	30.4	7.6	30.4	31.5	Handle inquiries from prospective employers of students. (1)
6	28.3	19.6	14.1	38.0	Work with college departments to help place graduates. (4)
7	19.6	13.0	13.0	54.3	Work with Employment Security office in placement of students. (10)
8	18.5	7.6	19.6	54.3	Set up interviews for students with employers. (7)
9	17.4	10.8	10.8	60.8	Bring employers to campus for tour or take students on tour of plant or business. (8)
10	13.0	13.0	8.7	65.2	Maintain student employment records. (9)

Table 9
N = 92

VIII. Articulation with Colleges and Universities

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	92.3%	2.2%	3.3%	2.2%	Help students with plans to met requirements. (1)
2	85.9	11.9	2.2	0.0	Attend follow-up conferences on senior campus and talk with former students. (3)
3	79.3	13.0	2.2	5.4	Work with faculty advisors and college departments toward clarity and understanding of transfer requirements. (10)
4	76.1	8.7	5.4	9.8	Arrange for senior college advisors to come to campus to talk with students contemplating transfer. (2)
5	75.0	9.8	5.4	9.8	Write recommendations for college transfer students. (4)
6	65.2	19.6	4.3	10.9	Confer with students before they transfer to senior institutions. (5)
6	65.2	19.6	4.3	10.8	Review academic reports of students who have transferred to senior college. (7)
8	56.5	31.5	1.1	10.8	Serve on committee on articulation between junior and senior colleges. (9)
9	55.4	8.7	8.7	27.2	Compile curricular guides for students transferring to senior colleges. (5)
10	54.3	28.3	5.4	11.9	Report to faculty on progress of students who have transferred to senior colleges. (8)

Table 10
N = 92

IX. Maintaining Student Records

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	82.6%	10.8%	1.1%	5.4%	Maintain a personal and confidential file of case notes on counselees. (2)
2	73.9	17.4	0.0	8.7	Help establish policy on the confidentiality of records. (8)
3	70.7	6.5	1.1	21.7	Write anecdotal notes on cumulative record or record jacket after a student interview. (3)
4	67.4	5.4	4.3	22.8	Evaluate personnel records and make recommendations. (4)
5	66.3	7.6	2.2	23.9	Help maintain a student cumulative record file for general use. (1)
6	54.3	32.6	1.1	11.9	Help establish policy on the destroying of personnel records and/or case notes and/or tapes. (9)
6	54.3	19.6	0.0	24.0	Maintain a file of students who use counseling services. (10)
8	31.5	17.4	2.2	48.9	Write appraisals of student's chances for success. (5)
9	25.0	29.3	1.1	44.6	Write out case histories on students upon request of faculty and with permission of student. (6)
10	8.7	21.7	1.1	68.5	Make tapes of counseling interviews. (7)

Table 11
N = 92

X. Institutional Research

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	44.6%	36.9%	2.2%	16.3%	Conduct a study of the guidance and counseling program. (3)
2	39.1	28.3	3.3	29.3	Develop local norms for standardized tests. (6)
3	34.8	30.4	5.4	29.3	Conduct a study of student characteristics. (1)
4	32.6	35.9	4.3	27.2	Conduct a follow-up study of graduates. (4)
5	30.4	45.7	1.1	22.8	Conduct a study to identify common student problems. (2)
6	27.2	30.4	1.1	41.3	Conduct a study of a specific sub-group of students. (10)
7	25.0	43.5	5.4	26.1	Conduct a follow-up study of drop-outs. (5)
8	22.8	30.4	3.3	43.5	Conduct a follow-up study of students placed in jobs in the community. (7)
9	20.7	21.7	7.6	50.0	Conduct and report on an experimental project or program within the college. (9)
10	13.0	33.7	3.3	50.0	Conduct a study of student use of college resources. (8)

Table 12
N = 92

XI. In-Service Training

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	89.1%	8.7%	0.0%	2.2%	Attend state-level professional conferences. (5)
2	88.0	5.4	1.1	5.5	Attend staff meetings on staff procedure and policy. (1)
3	80.4	13.0	1.1	5.4	Attend workshops related to guidance and counseling as staff representative. (4)
4	77.2	14.1	1.1	7.6	Attend local or community professional conferences. (10)
5	71.7	16.3	0.0	11.9	Take course work related to guidance and counseling. (7)
6	69.5	19.6	0.0	10.8	Attend national-level professional conferences. (6)
7	64.1	16.3	2.2	17.4	Attend staff training sessions led by a staff member. (3)
8	56.5	28.3	1.1	14.1	Attend staff training sessions led by an outside expert. (2)
9	44.5	28.3	1.1	26.1	Conduct training sessions for fellow staff members. (9)
10	25.0	44.6	0.0	30.4	Supervise counseling interns from senior institutions. (8)

Table 13
N = 92

Rank Order of Emphasis	Counselor Activity 1966-1970	Not in 1966 but by 1970	In 1966 not by 1970	Not part of job 1966-1970	Counselor Activities
1	70.3%	14.1%	2.2%	5.4%	Maintain working relationship with other counseling agencies in the community. (9)
2	65.2	22.8	3.3	8.7	Interpret counseling program through speeches to groups in the community. (1)
3	59.8	23.9	2.2	14.1	Serve on civic committees and groups studying youth. (10)
4	46.7	9.8	8.7	34.8	Act as host for visiting groups interested in college. (8)
5	45.6	34.8	1.1	18.5	Conduct educational and/or vocational counseling interviews with not-in-school adults. (3)
6	43.5	31.5	2.2	22.8	Serve as testing service for not-in-school adults. (2)
7	32.6	29.3	0.0	36.9	Conduct personal counseling interviews for not-in-school adults. (4)
8	16.3	26.1	0.0	57.6	Act as consultant in K-12 counseling programs. (7)
9	9.8	33.7	2.2	54.3	Teach non-credit courses in educational and vocational exploration for not-in-school adults. (6)
10	2.2	4.3	0.0	93.5	Conduct psychotherapy interviews with not-in-school adults. (5)

Table 14
N = 92

The Prime Needs of Community College Students for Guidance and Counseling as Reported to Interviewers

Need	Number (N=95)	Percentage
Need to choose a vocation	68	71.0%
Need to choose a curriculum	48	50.5%
Need to learn how to cope with personal problems	44	46.3%

Table 15. This shows the percentage of persons interviewed who named one of these three needs as an outstanding need of community college students for guidance and counseling.

Functions of the Counselor
Designed to Meet Community College Student Needs
As Reported to Interviewers

Student Personnel Function	Respondents Naming This Function as Developed In Their College	
	Number (N=95)	Percentage
Student Counseling	89	93.6%
Student Advisement	81	85.2%
Applicant Consulting	71	74.7%
Career Information	65	68.4%
Group Orienting	55	57.8%

Table 16. This table shows the percentage of respondents who reported to interviewers that these five functions were developed in their community college to meet the needs of community college students.

Acknowledgments

Ronald E. Liddle for use of "The College Counselor's Role in Your Community College." A Check List of Counselor Tasks and Activities.

Max R. Raines for use of Twenty One Basic Functions in Student Personnel from Junior College Student Personnel Programs: Appraisal and Development, A Report to the Carnegie Corporation, November, 1965.

Interviewers for the Survey:

Chet Aubuchon, Port Huron Junior College
John Cansfield, Schoolcraft College
Marion Kyser, Henry Ford Community College
Glenda Lee, Oakland Community College
Ronald Liddle, Flint Community Junior College
Floyd Oglesby, Kellogg Community College
William Schaar, Muskegon County Community College
Robert Vratanina, North Central Michigan College
Karl Wagner, Macomb County Community College

Liaison personnel for the Survey in the Community Colleges:

Alpena Community College	Henry Valli
Bay de Noc Community College	R. L. Rinehart
Delta College	Elizabeth Corbishley
Flint Community Junior College	Ronald Liddle
Grand Rapids Junior College	Robert Vander Molen
Henry Ford Community College	Wallace Smith
Highland Park College	Evelyn Jones
Jackson Community College	Russell Hanson
Kellogg Community College	Floyd Oglesby
Lake Michigan College	Jerry G. Solloway
Lansing Community College	Kenneth Sproull
Macomb County Community College	Richard DeCosmo
Monroe County Community College	Justus Sundermann
Montcalm Community College	Donald Fink
Muskegon County Community College	William Schaar
North Central Michigan College	Robert Vratanina
Northwestern Michigan College	Edna Sargent
Oakland Community College	Arthur Jalkanen
Port Huron Junior College	Chet Aubuchon
Schoolcraft College	John Cansfield
Southwestern Michigan College	Donald Newport
Department of Education State of Michigan	Robert Stout

The College Counselor's Role in Your Community College
in 1966 and 1970
Part I

We are seeking more knowledge about the role of the counselor in the community college setting. Naturally information will show variances from college to college but we are equally interested in the commonalities and divergencies.

We are asking for two kinds of responses: (1) your perception of the counselor's role in your college as of 1966, and (2) your conception of what the counselor's role in your college should be in 1970.

We are using the 21 basic functions of a Student Personnel program presented in the Carnegie Report as a basis for you to indicate the tasks performed by the counselor in your college.

Indicate the function or functions for which you think the counselor carries direct responsibility (R); indicate the function or functions with which you think the counselor assists someone else who has the direct responsibility (A). Leave a blank where the function is not a part of the counselor's job.

EXAMPLE (to take only four functions):

1966	Assigned Functions	1970	Illustrations of Related Tasks
R	Student Counseling	R	making use of diagnostic tests conducting counseling interviews interpreting occupational information
A	Financial Aids	(blank)	administering student loans handling part-time employment seeking funds for grant-in-aids analyzing financial needs of students

1966	Assigned Functions	1970	Illustrations of Related Tasks
(blank)	Applicant Appraisal	(blank)	evaluating transcripts of previous course work serving on admissions committee synthesizing available personnel data
(blank)	Group Orienting	R	conducting orientation classes interpreting occupational information teaching effective study skills

Interpretation of EXAMPLE:

The answers in the example mean the person reporting sees the counselor in 1966 as directly responsible for student counseling, but assisting someone else with financial aids, but not responsible for nor assisting in applicant appraisal or group orienting.

In the example, the person reporting indicates that by 1970 the counselor should be responsible for student counseling and group orienting but not responsible for nor assisting in financial aids or applicant appraisal.

Note: All student personnel workers know that staff members often lend a helping hand to their colleagues during seasonal peaks or in cases of emergencies. But what we are trying to ascertain here is a description of regular job duties for which the counselor has (1) direct responsibility or (2) the assisting role.

	1966		Assigned Functions	1970		Illustrations of Related Tasks
1.	____	(12)	Pre-College Information	____	(13)	conferring with high school groups preparing and distributing descriptive material handling inquiries about college attendance
2.	____	(14)	Applicant Appraisal	____	(15)	evaluating transcripts of previous course work serving on admissions committee synthesizing available personnel data
3.	____	(16)	Educational Testing	____	(17)	selecting appropriate testing instruments administering tests to incoming students developing normative and predictive data
4.	____	(18)	Personnel Records	____	(19)	developing an integrated records system maintaining policies regarding record accessibility conducting research on student characteristics
5.	____	(20)	Student Registration	____	(21)	designing forms and procedures processing class changes, withdrawls, etc. projecting future enrollments

__R__ for Direct responsibility __A__ for Assisting role leave (blank) for Neither

	1966		Assigned Functions	1970		Illustrations of Related Tasks
6.	____	(22)	Academic Regulation	____	(23)	implementing academic policies evaluating graduation eligibility interpreting requirements to students
7.	____	(24)	Financial Aids	____	(25)	administering student loans handling part-time employment seeking funds for grants-in-aid analyzing financial needs of students
8.	____	(26)	Graduate Placement	____	(27)	maintaining liaison with employment agencies consulting with prospective employers arranging placement interviews conducting follow-up studies
9.	____	(28)	Student Self-Government	____	(29)	advising student government conducting leadership programs supervising student elections
10.	____	(30)	Co-Curricular Activity	____	(31)	analyzing needs for activities and facilities developing informal programs in student center supervising activities budget

__R__ for Direct responsibility __A__ for Assisting role leave (blank) for Neither

	1966		Assigned Functions	1970		Illustrations of Related Tasks
11.	____	(32)	Social Regulatory	____	(33)	implementing social policies maintaining social calendar handling cases of social misconduct
12.	____	(34)	Student Inductive	____	(35)	training student guides interpreting student services and regulations introducing students to college activities
13.	____	(36)	Applicant Consulting	____	(37)	interpreting test results to applicants interpreting curricular requirements assisting students in selecting courses
14.	____	(38)	Student Advisement	____	(39)	scheduling advisees in classes interpreting senior college requirements interpreting study skills to individual advisees
15.	____	(40)	Group Orienting	____	(41)	conducting orientation classes interpreting occupational information teaching effective study skills

__R__ for Direct responsibility __A__ for Assisting role leave (blank) for Neither

	1966		Assigned Functions	1970		Illustrations of Related Tasks
16.	____	(42)	Student Counseling	____	(43)	making use of diagnostic tests conducting counseling interviews interpreting occupational information
17.	____	(44)	Career Information	____	(45)	identifying sources of occupational informaton studying manpower needs within the community and region developing effective methods for disseminating career information
18.	____	(46)	Program Articulation	____	(47)	arranging for staff to serve on faculty committees arranging joint meetings of staff with high school counselors arranging visits of staff to senior colleges
19.	____	(48)	In-Service Education	____	(49)	providing for counselor supervision arranging for faculty advisor training arranging for staff participation in professional meetings

__R__ for Direct responsibility __A__ for Assisting role leave (blank) for Neither

	1966		Assigned Functions	1970		Illustrations of Related Tasks
20.	____	(50)	Program Evaluation	____	(51)	interpreting studies of student characteristics and needs arranging for follow-up studies of former students developing experimental projects
21.	____	(52)	Administrative Organization	____	(53)	identifying and interpreting staffing needs preparing program budgetary requests preparing job descriptions and organizational patterns

__R__ for Direct responsibility __A__ for Assisting role leave (blank) for Neither

The College Counselor's Role in Your Community College in 1966 and 1970
in Part II

Student personnel workers who have the position or title of "counselor" often assume or are called upon to fulfill a wide range of tasks and activities.

You are asked here, for the purposes of the State Study of Guidance and Counseling, to examine a list of activities that counselors in various junior colleges across the country have reported among their tasks. Based on your current position and affiliation with your particular institution will you check (1) which activities you think the counselor or counselors in your college are engaged in during the year 1966 as part of their job and (2) which activities you think the counselor or counselors will engage in as part of their job responsibility by 1970.

EXAMPLES:

1966	1970	
x	(blank)	1. Act as host for visiting groups interested in college.

Interpretation: This is a task the counselor is now performing. The person reporting here does not see this as part of the counselor's regular job by 1970 in this college.

(blank)	x	2. Conduct group counseling for underachievers.

Interpretation: This is an activity which is not being performed by the counselor in 1966. The person reporting here sees it as an activity that the counselor will engage in as part of his job in 1970.

(blank)	(blank)	3. Act as consultant in K-12 counseling programs.

Interpretation: This is not done by the counselor now and the person reporting does not see it as a function of the counselor in his college by 1970.

EXAMPLES: (cont'd)

1966	1970	
x	x	4. Counsel with students withdrawing from college.

Interpretation: This is now being done by the counselor in 1966 and the person reporting sees it as a function of the counselor in his college in 1970.

Student Recruitment

1966	1970		
____	____	1. Conduct individual interviews with high school students about their coming to college.	(13)
____	____	2. Talk to student groups in high schools about their coming to college.	(14)
____	____	3. Talk with high school counselors regarding prospective students	(15)
____	____	4. Participate in "College Night" or "Career Day" or a campus visitation for students interested in college.	(16)
____	____	5. Prepare and distribute descriptive material publicizing the college.	(17)
____	____	6. Handle inquiries about attending college.	(18)
____	____	7. Prepare news releases about attending college.	(19)
____	____	8. Talk with employers about employees coming to college.	(20)
____	____	9. Talk with the parents of prospective students.	(21)
____	____	10. Talk to community groups and clubs about the college.	(22)

You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(23)
____	____	12.	
____	____	etc.	

Individual Student Interviewing

1966	1970		
____	____	1. Counsel with students having academic achievement problems.	(24)
____	____	2. Counsel with students who are undecided about a vocation.	(25)
____	____	3. Counsel with students who see their problems as "personal."	(26)
____	____	4. Interpret test results in a counseling interview.	(27)
____	____	5. Counsel with students having financial problems.	(28)
____	____	6. Conduct psychotherapy with students having severe emotional problems.	(29)
____	____	7. Arrange referral of students having severe emotional problems.	(30)
____	____	8. Counsel with students who are undecided about a major and/or college.	(31)
____	____	9. Counsel with students withdrawing from college.	(32)
____	____	10. Help students plan a class schedule or their college program.	(33)

You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(34)
____	____	12.	
____	____	etc.	

Consultant to Faculty and Administration

Note: The following items are based on the assumption that discussion of a student's problems with a third party is carried on within ethical bonds and most generally with the student's permission and understanding.

1966	1970		
____	____	1. Discuss student problems with administrators.	(35)
____	____	2. Discuss student problems with faculty members	(36)
____	____	3. Report reasons for student absences to faculty.	(37)
____	____	4. Interpret information concerning students to faculty members.	(38)
____	____	5. Advise faculty members about working with a student having a physical or mental health problem.	(39)
____	____	6. Serve on faculty committees.	(40)
____	____	7. Confer with faculty members who have problems.	(41)
____	____	8. Make periodical reports to faculty on typical student problems.	(42)
____	____	9. Serve as counselor consultant to a department or division of the college.	(43)
____	____	10. Confer with administrators who have problems.	(44)

You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(45)
____	____	12.	
____	____	etc.	

Testing

1966	1970		
____	____	1. Maintain a testing file and order needed tests.	(46)
____	____	2. Administer and/or interpret interest tests to students.	(47)
____	____	3. Administer and/or interpret group aptitude tests to students.	(48)
____	____	4. Administer and/or interpret individual aptitude tests to students.	(49)
____	____	5. Administer and/or interpret educational diagnostic tests.	(50)
____	____	6. Administer and/or interpret personality inventories.	(51)
____	____	7. Administer and/or interpret projective personality tests.	(52)
____	____	8. Score paper and pencil group tests.	(53)
____	____	9. Score projective personality tests.	
____	____	10. Conduct in-service training for faculty advisors on the uses of test results.	(55)

You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(56)
____	____	12.	
____	____	etc.	

Group Work with Students

1966	1970		
____	____	1. Counsel with small groups of students who are vocationally undecided.	(57)
____	____	2. Counsel with small groups of students having study problems.	(58)
____	____	3. Counsel with small groups of students having personal-social problems.	(59)
____	____	4. Counsel with small groups of students having severe emotional problems.	(60)
____	____	5. Conduct small group orientation for new students.	(61)
____	____	6. Conduct large group orientation for new students.	(62)
____	____	7. Conduct group guidance for large groups of students on academic probation.	(63)
____	____	8. Conduct group guidance for small groups on academic probation.	(64)
____	____	9. Conduct group counseling for students who ask for this experience.	(65)
____	____	10. Conduct group counseling for underachievers.	(66)

Small group = 2 to 15 students
Large group = 16 or more students

You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(67)
____	____	12.	
____	____	etc.	

Financial Aid

1966	1970		
____	____	1. Serve on college committee for scholarships, grants, or loans.	(68)
____	____	2. Help select recipients of financial aids.	(69)
____	____	3. Interview students who need financial aid.	(70)
____	____	4. Interview students who have received financial aid concerning their academic progress.	(71)
____	____	5. Maintain records of students on financial aid.	(72)
____	____	6. Talk to high school counselors and parents about financial aid program.	(73)
____	____	7. Get students for work-study program.	(74)
____	____	8. Supervise students on work-study program.	(75)
____	____	9. Make report on financial aid monies and recipients.	(76)
____	____	10. Confer with donors of scholarships and grants to students	(77)

You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(78)
____	____	12.	
____	____	etc.	

Student Placement

1966	1970		
____	____	1. Handle inquiries from prospective employers of students.	(13)
____	____	2. Maintain bulletin boards with job information.	(14)
____	____	3. Provide current information to students concerning work available in the community.	(15)
____	____	4. Work with college departments to help place graduates.	(16)
____	____	5. Talk to students about applying for a job.	(17)
____	____	6. Write student recommendations to employers.	(18)
____	____	7. Set up interviews for students with employers.	(19)
____	____	8. Bring employers to campus for tour or take students on tour of plant or business.	(20)
____	____	9. Maintain student employment records.	(21)
____	____	10. Work with Employment Security office in placement of students.	(22)

You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(23)
____	____	12.	
____	____	etc.	

Articulation with Colleges and Universities

1966	1970		
____	____	1. Help students with plans to meet requirements.	(24)
____	____	2. Arrange for senior college advisors to come to campus to talk with students contemplating transfer.	(25)
____	____	3. Attend follow-up conferences on senior campus and talk with former students.	(26)
____	____	4. Write recommendations for college transfer students.	(27)
____	____	5. Compile curricular guides for students transferring to senior colleges.	(28)
____	____	6. Confer with students before they transfer to senior institutions.	(29)
____	____	7. Review academic reports of students who have transferred to senior college.	(30)
____	____	8. Report to faculty on progress of students who have transferred to senior colleges.	(31)
____	____	9. Serve on committee on articulation between junior and senior colleges.	(32)
____	____	10. Work with faculty advisors and college departments toward clarity and understanding of transfer requirements.	(33)

You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(34)
____	____	12.	
____	____	etc.	

Maintaining Student Records

1966	1970		
____	____	1. Help maintain a student cumulative record file for general use.	(35)
____	____	2. Maintain a personal and confidential file of case notes on counselees.	(36)
____	____	3. Write anecdotal notes on cumulative record or record jacket after a student interview.	(37)
____	____	4. Evaluate personnel records and make recommendations.	(38)
____	____	5. Write appraisals of student's chance for success.	(39)
____	____	6. Write out case histories on students upon request of faculty and with permission of student.	(40)
____	____	7. Make tapes of counseling interviews.	(41)
____	____	8. Help establish policy on the confidentiality of records.	(42)
____	____	9. Help establish policy on the destroying of personnel records and/or case notes and/or tapes.	(43)
____	____	10. Maintain a file of students who use counseling services.	(44)

You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(45)
____	____	12.	
____	____	etc.	

Institutional Research

1966	1970		
____	____	1. Conduct a study of student characteristics.	(46)
____	____	2. Conduct a study to identify common student problems.	(47)
____	____	3. Conduct a study of the guidance and counseling program.	(48)
____	____	4. Conduct a follow-up study of graduates.	(49)
____	____	5. Conduct a follow-up study of drop-outs.	(50)
____	____	6. Develop local norms for standardized tests.	(51)
____	____	7. Conduct a follow-up study of students placed in jobs in the community.	(52)
____	____	8. Conduct a study of student use of college resources.	(53)
____	____	9. Conduct and report on an experimental project or program within the college.	(54)
____	____	10. Conduct a study of a specific sub-group of students.	(55)

You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(56)
____	____	12.	
____	____	etc.	

In-Service Training

1966	1970		
____	____	1. Attend staff meetings on staff procedure and policy.	(57)
____	____	2. Attend staff training sessions led by an outside expert.	(58)
____	____	3. Attend staff training sessions led by a staff member.	(59)
____	____	4. Attend workshops related to guidance and counseling as staff representative.	(60)
____	____	5. Attend state-level professional conferences.	(61)
____	____	6. Attend national-level professional conferences.	(62)
____	____	7. Take course work related to guidance and counseling.	(63)
____	____	8. Supervise counseling interns from senior institutions.	(64)
____	____	9. Conduct training sessions for fellow staff members.	(65)
____	____	10. Attend local or community professional conferences.	(66)

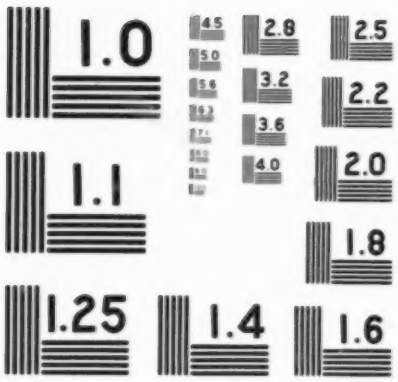
You may wish to list tasks in this general area you think are not covered above:

____	____	11.	(67)
____	____	12.	
____	____	etc.	

2 OF 2

ED

018830



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

Community Relations

1966	1970		
___	___	1. Interpret counseling program through speeches to groups in the community.	(68)
___	___	2. Serve as testing service for not-in-school adults.	(69)
___	___	3. Conduct educational and/or vocational counseling interviews with not-in-school adults.	(70)
___	___	4. Conduct personal counseling interviews with not-in-school adults.	(71)
___	___	5. Conduct psychotherapy interviews with not-in-school adults.	(72)
___	___	6. Teach non-credit courses in educational and vocational exploration for not-in-school adults.	(73)
___	___	7. Act as consultant in K-12 counseling programs.	(74)
___	___	8. Act as host for visiting groups interested in college.	(75)
___	___	9. Maintain working relationship with other counseling agencies in the community.	(76)
___	___	10. Serve on civic committees and groups studying youth.	(77)

You may wish to list tasks in this general area you think are not covered above:

___	___	11.	(78)
___	___	12.	
___	___	etc.	